Students should obtain any updated versions of this document as requirements for licensure are periodically changed by the State of North Carolina.
SECONDARY MATHEMATICS TEACHER LICENSURE PROGRAM HANDBOOK

The Department of Mathematics and Statistics at UNCG offers a program leading to a B.A. degree in Mathematics with secondary teacher licensure (for North Carolina).

INFORMATION SOURCES

Dr. Carol E. Seaman, Program Coordinator for Secondary Licensure in Mathematics
139 Petty Building UNCG, 336-256-1134, ceseaman@uncg.edu

_The Teacher Education Handbook_ which can be downloaded from
http://oss.uncg.edu/tehandbook/
and Teacher Education information on the e-portfolio can be downloaded from
http://oss.uncg.edu/tehandbook/?page_id=77

ADMISSION INTO TEACHER EDUCATION

- You must complete an APPLICATION FOR ADMISSION TO TEACHER EDUCATION, obtained online at
  http://oss.uncg.edu/tehandbook/?page_id=58 and return it to Dr. Seaman, who will complete the department’s portion
  and then submit the application to Office of Student Services in the School of Education.
- You must have an overall GPA of 2.5.
- You must have the recommendation of the Department of Mathematics and Statistics.

Application for admission to Teacher Education **should be made by the end of the sophomore year. All candidates**
**must be admitted prior to beginning the first semester of their junior year (fall in which candidate begins the**
**professional teaching sequence of courses in SOE). Transfer students should apply to the Teacher Education when**
they are admitted to the university if they have completed General Education Courses. Transfer students who do not
meet all requirements for admission to the Teacher Education must complete at least 12 semester hours at UNCG with
a GPA 2.5 or better and complete departmental requirements.

COLLEGE OF ARTS AND SCIENCES and UNIVERSITY GENERAL EDUCATION REQUIREMENTS

You must complete the College of Arts and Sciences Additional Requirements as well as General Education Core
required by The University. These are listed in the UNCG Undergraduate Bulletin in the section: _The College of Arts
and Sciences_. You may monitor progress toward meeting these requirements on your degree evaluation report.

MATHEMATICS MAJOR REQUIREMENTS

You must complete the courses required for a Bachelor of Arts degree with a MATHEMATICS MAJOR - SECONDARY
LICENSURE.

For students entering UNCG fall 2012 or later this includes:

MAT 191, 292, 293, 394 *Calculus I, II, III, IV*  
MAT 310 *Matrix Theory*  
MAT 330 *Axiomatic Foundations of Geometry*  
MAT 390 *Ordinary Differential Equations*  
MAT 5xx (selected from approved list)  
MAT 290 *Introduction to Probability & Statistical Inference*  
MAT 405 *Foundations of Mathematics for Teaching I* (prerequisite MAT 310)  
MAT 406 *Foundations of Mathematics for Teaching II* (prerequisite MAT 311 or 395)  
MAT 253 *Discrete Mathematical Structures*  
MAT 311 *Modern Algebra (WI)*  
MAT 395 *Introduction to Mathematical Analysis*  
MAT 490 *Senior Seminar* (SI, 1 credit)
PROFESSIONAL EDUCATION REQUIREMENTS

You must complete the courses required for Professional Education and licensure.

TED 445 Diverse Learners  TED 401 Child and Adolescent Development and Learning
TED 535 Literacy in the Content Area  TED 403 Teaching English Learners with Diverse Abilities
TED 557 Pedagogical Content Knowledge for Teaching Mathematics
TED 465 Student Teaching and Seminar: Secondary School
LIS 120 Introduction to Instructional Technology for Educational Settings
ERM 401-ERM 402-ERM 403 Assessment I – II – III
SES 401 Understanding and Teaching Students with Disabilities in Inclusive Settings

PLANNING

It is essential that you plan your program course work carefully. Therefore a tentative individual course of study will be written for you during your first meeting with your program coordinator/ mathematics education advisor. This first meeting should occur no later than fall semester of your freshman year or as soon as secondary mathematics education becomes your educational goal. The last page of this handbook shows a basic plan of study for the professional courses. Here are some considerations:

1. TED 465, Student Teaching and Seminar, requires an entire semester, usually the last semester of the senior year. It is offered ONLY in the spring semester and no other courses may be taken during the student teaching semester. You must complete all MAT/STA courses (except MAT5xx) with a math GPA of at least 2.50 and all Professional Education courses listed above PRIOR to student teaching.

2. TED 557, Pedagogical Content Knowledge for Teaching Mathematics, is taught only in fall semester and must be taken the semester before student teaching. (Also see #4 below.)

3. TED 445(fall only), the TED/ERM/SES modules (each one hour online), TED 557 (fall only), and TED 465 (spring only) form a four-semester sequence which must be taken in that manner. The three assessment modules (fall-spring-fall) are taken in a three-semester sequence beginning concurrently with TED 445. TED 445 and the TED 403 module each has a minimum 25 hour internship in addition to the 3 hours (TED 445 only) of class meetings per week. TED 557 also has an internship (minimum of 50 hours) in addition to the 3 hours of class meetings per week.

4. MAT 405 and MAT 406 must be taken PRIOR to student teaching. MAT 405 is taught only in the spring semester and should be taken in the junior year. MAT 406 is taught only in the fall semester and should be taken in the senior year.

5. All MAT & STA courses in the major with the exception of MAT 5xx must be taken PRIOR to student teaching. The MAT 5xx course may be taken after student teaching if approved by the coordinator.

6. TED 535 and LIS 120, offered in fall, spring, and summer semesters, may be taken any time prior to student teaching.

APPLICATION TO STUDENT TEACHING

You must complete an application for student teaching before February 15 in the year (normally the junior year) PRIOR to the year student teaching is to be done. You must have been accepted into Teacher Education in the second semester of your sophomore year or by July 1 of the year in which you will begin the professional education sequence of courses. In exceptional cases, students may apply to the Teachers Education later, but they may not student teach unless they are admitted no later than the last day of drop/add in the semester preceding the student teaching semester. Applications for student teaching are available online at http://oss.uncg.edu/tehandbook/?page_id=73.

REQUIREMENTS FOR STUDENT TEACHING

1. Previously admitted into Undergraduate Teacher Education Program. (There must be a full semester between admission to the Teachers Academy and the semester in which a student is enrolled in TED 465.)
2. Grade point average of at least 2.5 in all MAT/STA courses.
3. Approval from the Department of Mathematics and Statistics.

TEACHING PORTFOLIO and TECHNOLOGY STANDARDS (NETS-T)

You must create a licensure portfolio demonstrating your growth and learning in the teacher education program. This portfolio MUST address the teaching standards through six required evidences as well as technology competencies. The course LIS 120 initiates you to the technology standards which you must address and to the design of this portfolio and is strongly recommended but not required in the program. Work on compiling the portfolio within TaskStream® should commence no later than the fourth week of the fall semester the candidate is enrolled in TED 557 and submission of all evidences completed prior to student teaching should be made by April 1 of the student teaching semester. At the end of student teaching a team of evaluators will review your portfolio, evaluate each evidence by rubric, and rate it as demonstrating your satisfactorily meeting the technology competencies. You must be rated “proficient” on all evidence rubric standards and must satisfactorily demonstrate technology competency as required by The State for licensure. Please contact your program coordinator and the TED 557/TED 465/MAT 405/MAT 406 instructors for more details on the requirements for the licensure evidences. (All candidates will compile and submit their portfolios via TaskStream®. Candidates are required to subscribe to TaskStream®, using their personal credit cards, and to maintain the subscription until they have completed their licensure requirements. For information about TaskStream®, candidates may contact their advisor or Sandra Hart, SOE Director of Instructional Technology, at smbatesh@uncg.edu or 336-334-3402.)

CONCEPTUAL FRAMEWORK, TEACHER GROWTH AND ASSESSMENT PROFILE, and CANDIDATE DISPOSITION ASSESSMENT PROCESS

You will be rated on Dispositions outlined in the Candidate Dispositions Assessment Profile (CDAP) during your residency in Teacher Education. Also your growth as a teacher (via Teacher Growth and Assessment for Pre-service or TGAP) will be rated during your internship in TED 557 and during your student teaching in TED 465. The dispositions and TGAP evaluations (3 of each) will be posted in your e-portfolio on TaskStream®. Copies of the Conceptual Framework, TGAP rubric, and CDAP rubric can be downloaded from the Teacher Education Handbook.

NATIONAL TEACHER EXAMINATION Praxis II

A student seeking licensure who completes an approved UG licensure program in NC is not required to take PRAXIS II Specialty Area (Mathematics) for licensure in North Carolina. However, taking it is highly recommended by the Mathematics Department. If you need licensure in another state, that state may require Praxis II. Passing Praxis II is also one of the avenues for an initial licensure teacher to upgrade the license. (We recommend taking Praxis II in April or June of senior year because it is a point at which most recent exposure to Praxis II material has occurred.) The NC minimum passing score for secondary mathematics licensure is a combined score (Content Knowledge score & Pedagogy score) of 281 on PRAXIS II Specialty Area Math. Other states may have different passing criteria. For further information, contact your program coordinator. You may sign up to take the PRAXIS II at http://www.ets.org.

APPLICATION FOR LICENSURE

To be licensed you need to apply, a few weeks before graduation, for licensure. Fee (accessed by DPI) will be remitted with completed application to Teachers Academy (136 School of Education Building) which sends complete application packet to DPI. For detailed information on this application process see the Teacher Education Handbook for Undergraduates found online at http://oss.uncg.edu/tehandbook/?page_id=77.

EMPLOYMENT

Career Services Center, #1 EUC, (336) 334-5454, will assist you in obtaining a teaching position by maintaining a file for letters of recommendation and helping you prepare for job interviews. Register with CSC for these services.

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### Basic Plan of Study for Secondary Mathematics Program

#### Freshman Year
- **GEC and CAS requirements**
- MAT 100-level courses & MAT 253

#### Sophomore Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>GEC and CAS requirements</td>
<td>GEC and CAS requirements</td>
</tr>
<tr>
<td>MAT 200-level courses</td>
<td>Begin MAT 300-level courses</td>
</tr>
<tr>
<td></td>
<td>Apply for admission (mid-April) to Teacher Education - need overall GPA of at least 2.5.</td>
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</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MAT 330 Axiomatic Foundations of Geometry*</td>
<td>MAT 405 Foundations of Mathematics for Teaching I*</td>
</tr>
<tr>
<td>Continue MAT 300-level courses</td>
<td>Continue MAT 300-level courses</td>
</tr>
<tr>
<td>TED 445 Diverse Learners ** (with internship)</td>
<td>TED 535 Literacy in the Content Area (can take earlier)</td>
</tr>
<tr>
<td>ERM 401 Assessment I** (1 hour)</td>
<td>ERM 402 Assessment II** (1 hour)</td>
</tr>
<tr>
<td>TED 401 Child and Adolescent Development/Learning** (1 hour)</td>
<td>TED 403 English for Speakers of Other Languages** (1 hour - with internship)</td>
</tr>
<tr>
<td>LIS 120 Instructional Technology (can take any semester) (1 hour)</td>
<td>SES 401 Special Education** (1 hour)</td>
</tr>
<tr>
<td>Final deadline for application to Teacher Education: end of add/drop week of fall semester.</td>
<td>By February 15 Apply for Student Teaching next year - need math GPA of at least 2.5.</td>
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</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MAT 406 Foundations of Mathematics for Teaching II*</td>
<td>TED 465 (Student Teaching)**</td>
</tr>
<tr>
<td>MAT 490 Senior Seminar* (SI – 1 hour)</td>
<td>All evidence submissions to TaskStream® due by April 1</td>
</tr>
<tr>
<td>MAT 5xx (from approved list)</td>
<td>Recommended: Take Praxis II in April if not already</td>
</tr>
<tr>
<td>TED 557 Pedagogical Content Knowledge for Teaching Mathematics ** (with internship)</td>
<td>**TED 545, TED/SES/ERM Modules, TED 557, TED 465 must be taken as a 4 semester sequence</td>
</tr>
<tr>
<td>TED 403 Assessment III** (1 hour)</td>
<td>Begin TaskStream® submissions by September 30</td>
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</tbody>
</table>

Notes on mathematics requirements:
- Prerequisite for MAT 191 and MAT 253 is a minimum grade of C in MAT 151 or in MAT 190
- Each of MAT 293, 310, 330, 390, & STA 290 have a prerequisite of C or better in MAT 292 (Calculus II).
- Prerequisite for MAT 394 is a minimum grade of C in MAT 293.
- Prerequisite for MAT 311, MAT 395, and for MAT 405 is a minimum grade of C in MAT 310
- Prerequisite for MAT 406 is a minimum grade of C in MAT 311 or MAT 395.

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**A Basic Plan of Study for Mathematics Course Sequencing (assuming placement in MAT 151*)**

| *recommend taking MAT 150 (Precalculus I) prior to fall semester of freshman year if course is necessary |
|---|---|
| **Fall Semester** | **Spring Semester** |
| **Freshman Year** | **Sophomore Year** |
| MAT 151 or MAT 190 | MAT 191 and MAT 253 |
| **Sophomore Year** | **Junior Year** |
| MAT 292 | MAT 394 and MAT 311 and MAT 330 |
| **Junior Year** | **Senior Year** |
| MAT 394 and MAT 311 and MAT 330 | MAT 405, MAT 395, and STA 290 |
| **Senior Year** | (no math classes…student teaching) |

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*Handbook is maintained by Dr. Carol Seaman*  
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